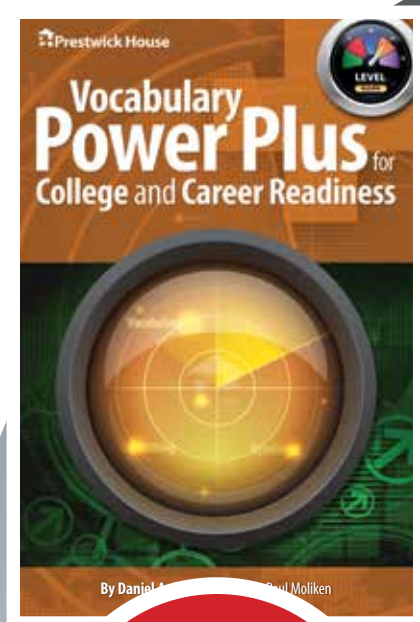




Vocabulary Power Plus
for College and Career Readiness

Sample



Click here
to learn more
about this
title!



Click here
to find more
Vocabulary
resources!



 **Prestwick House**

More from Prestwick House

Literature

Literary Touchstone Classics
Literature Teaching Units

Grammar and Writing

College and Career Readiness: Writing
Grammar for Writing

Vocabulary

Vocabulary Power Plus
Vocabulary from Latin and Greek Roots

Reading

Reading Informational Texts
Reading Literature

Vocabulary **Power Plus** for College and Career Readiness

By Daniel A. Reed
Edited by Paul Moliken



Vocabulary



Prestwick House

P.O. Box 658 • Clayton, DE 19938
(800) 932-4593 • www.prestwickhouse.com

ISBN 978-1-62019-1446

Copyright ©2014 by Prestwick House, Inc. All rights reserved. No portion may be reproduced without permission in writing from the publisher. Revised May, 2015.



Vocabulary **Power Plus** for College and Career Readiness

•Table of Contents •

Introduction	5
Strategies for Completing Activities	6
Pronunciation Guide	9
Word List	10
Lesson One	15
Lesson Two	23
Lesson Three	33
Review Lessons 1-3	41
Lesson Four	47
Lesson Five	59
Lesson Six	67
Review Lessons 4-6	77
Lesson Seven	83
Lesson Eight	93
Lesson Nine	105

Vocabulary Power Plus^{for} College and Career Readiness



•Introduction•

VOCABULARY POWER PLUS FOR COLLEGE AND CAREER READINESS combines classroom-tested vocabulary drills with reading and writing exercises designed to foster the English and language arts skills essential for college and career success, with the added advantage of successfully preparing students for both the Scholastic Assessment Test and the American College Testing assessment.

Although *Vocabulary Power Plus* is a proven resource for college-bound students, it is guaranteed to increase vocabulary, improve grammar, enhance writing, and boost critical reading skills for students at all levels of learning.

Critical Reading exercises include lengthy passages and detailed, evidence-based, two-part questions designed to promote understanding and eliminate multiple-choice guessing. We include SAT- and ACT-style grammar and writing exercises and have placed the vocabulary words in non-alphabetical sequence, distributed by part-of-speech.

Coupled with words-in-context exercises, inferences cultivate comprehensive word discernment by prompting students to create contexts for words, instead of simply memorizing definitions. Related words-in-context exercises forge connections among words, ensuring retention for both knowledge and fluency, and nuance exercises instill active inference habits to discern not just adequate words for contexts, but the best words in a specific context.

The writing exercises in *Vocabulary Power Plus* are process-oriented and adaptable to individual classroom lesson plans. Our rubrics combine the fundamentals of the essay-scoring criteria for both the SAT and ACT optional writing portions, with emphasis on organization, development, sentence formation, and word choice. This objective scoring opportunity helps students develop a concrete understanding of the writing process and develop a personal approach to punctual, reactive writing.

We hope that you find the *Vocabulary Power Plus for College and Career Readiness* series to be an effective tool for teaching new words, and an exceptional tool for preparing for assessments.

Strategies for Completing Activities

Roots, Prefixes, and Suffixes

A knowledge of roots, prefixes, and suffixes can give readers the ability to view unfamiliar words as mere puzzles that require only a few simple steps to solve. For the person interested in the history of words, this knowledge provides the ability to track word origin and evolution. For those who seek to improve vocabulary, the knowledge creates a sure and lifelong method; however, there are two points to remember:

1. Some words have evolved through usage, so present definitions might differ from what you infer through an examination of the roots and prefixes. The word *abstruse*, for example, contains the prefix *ab-* (away) and the root *trudere* (to thrust), and literally means “to thrust away.” Today, *abstruse* is used to describe something that is hard to understand.
2. Certain roots do not apply to all words that use the same form. If you know that the root *vin* means “to conquer,” then you would be correct in concluding that the word *invincible* means “incapable of being conquered”; however, if you tried to apply the same root meaning to *vindicate* or *vindictive*, you would be incorrect. When analyzing unfamiliar words, check for other possible roots if your inferred meaning does not fit the context.

Despite these considerations, a knowledge of roots and prefixes is one of the best ways to build a powerful vocabulary.

Critical Reading

Reading questions generally fall into several categories.

1. Identifying the main idea or the author’s purpose. *What is this selection about?*

In some passages, the author’s purpose will be easy to identify because the one or two ideas leap from the text; however, other passages might not be so easily analyzed, especially if they include convoluted sentences. Inverted sentences (subject at the end of the sentence) and elliptical sentences (words missing) will also increase the difficulty of the passages, but all these obstacles can be overcome if readers take one sentence at a time and recast it in their own words. Consider the following sentence:

These writers either jot down their thoughts bit by bit, in short, ambiguous, and paradoxical sentences, which apparently mean much more than they say—of this kind of writing Schelling’s treatises on natural philosophy are a splendid instance; or else they hold forth with a deluge of words and the most intolerable diffusiveness, as though no end of fuss were necessary to make the reader understand the deep meaning of their sentences, whereas it is some quite simple if not actually trivial idea, examples of which may be found in plenty in the popular works of Fichte, and the philosophical manuals of a hundred other miserable dunces.

If we edit out some of the words, the main point of this sentence is obvious.

These writers either jot down their thoughts bit by bit, in short, ambiguous, and paradoxical sentences, which apparently mean much more than they say—of this kind of writing Schelling's treatises on natural philosophy are a splendid instance; or else they hold forth with a deluge of words and the most intolerable diffusiveness, as though no [it] end of fuss were necessary to make the reader understand the deep meaning of their sentences, whereas it is some [a] quite simple if not actually trivial idea, examples of which may be found in plenty in the popular works of Fichte, and the philosophical manuals of a hundred other miserable dunces.

Some sentences need only a few deletions for clarification, but others require major recasting and additions; they must be read carefully and put into the reader's own words.

Some in their discourse desire rather commendation of wit, in being able to hold all arguments, than of judgment, in discerning what is true; as if it were a praise to know what might be said, and not what should be thought.

After studying it, a reader might recast the sentence as follows:

In conversation, some people desire praise for their abilities to maintain the conversation rather than their abilities to identify what is true or false, as though it were better to sound good than to know what is truth or fiction.

2. Identifying the stated or implied meaning. *What is the author stating or suggesting?*

The literal meaning of a text does not always correspond with the intended meaning. To understand a passage fully, readers must determine which meaning—if there is more than one—is the intended meaning of the passage. Consider the following sentence:

If his notice was sought, an expression of courtesy and interest gleamed out upon his features; proving that there was light within him and that it was only the outward medium of the intellectual lamp that obstructed the rays in their passage.

Interpreted literally, this Nathaniel Hawthorne metaphor suggests that a light-generating lamp exists inside the human body. Since this is impossible, the reader must look to the metaphoric meaning of the passage to understand it properly. In the metaphor, Hawthorne refers to the human mind—consciousness—as a lamp that emits light, and other people cannot always see the lamp because the outside “medium”—the human body—sometimes blocks it.

3. Identifying the tone or mood of the selection. *What feeling does the text evoke?*

To answer these types of questions, readers must look closely at individual words and their connotations; for example, the words *stubborn* and *firm* have almost the same definition, but a writer who describes a character as *stubborn* rather than *firm* is probably suggesting something negative about the character.

Vocabulary Power Plus for College and Career Readiness includes evidence-based follow-up questions in every critical reading lesson, as prescribed by the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium, and will be used in the 2016 revision of the SAT. These questions prompt for the contextual evidence that students use to answer the primary questions.

Writing

The optional writing portions on the two major assessment tests allow approximately 30 minutes for the composition of a well-organized, fully developed essay. Writing a satisfactory essay in this limited time requires facility in determining a thesis, organizing ideas, and producing adequate examples to support the ideas.

These fundamentals are equally important for success on the Smarter Balanced Assessment Consortium ELA Performance Task, which includes a substantial essay writing assignment based on provided source texts.

Such a time-limited essay might lack the perfection and depth that weeks of proofreading and editing provide research papers. Process is undoubtedly of primary importance, but students must consider the time constraints of both reality and those of the assessments they elect to complete. Completion of the essay is just as important as organization, development, and language use.

The thesis, the organization of ideas, and the support make the framework of a good essay. Before the actual writing begins, writers must create a mental outline by establishing a thesis, or main idea, and one or more specific supporting ideas (the number of ideas will depend on the length and content of the essay). Supporting ideas should not be overcomplicated; they are simply ideas that justify or explain the thesis. The writer must introduce and explain each supporting idea, and the resultant supporting paragraph should answer the *Why?* or *Who cares?* questions that the thesis may evoke.

Once the thesis and supporting ideas are identified, writers must determine the order in which the ideas will appear in the essay. A good introduction usually explains the thesis and briefly introduces the supporting ideas. Explanation of the supporting ideas should follow, with each idea in its own paragraph. The final paragraph, the conclusion, usually restates the thesis or summarizes the main ideas of the essay.

Adhering to the mental outline when the writing begins will help the writer organize and develop the essay. Using the Organization and Development scoring guides to evaluate practice essays will help to reinforce the process skills. The Word Choice and Sentence Formation scoring guides will help to strengthen language skills—the vital counterpart to essay organization and development.

Vocabulary Power Plus for College and Career Readiness includes two styles of writing prompts. SAT-style writing prompts feature general subjects such as art, history, literature, or politics. ACT-style writing prompts involve subjects specifically relevant to high school students. Both styles of writing prompts require students to assume a point of view and support it with examples and reasoning.

Pronunciation Guide

a	—	track
ā	—	mate
ä	—	father
â	—	care
e	—	pet
ē	—	be
i	—	bit
ī	—	bite
o	—	job
ō	—	wrote
ô	—	port, fought
ö	—	full
ōō	—	proof
u	—	pun
ū	—	you
û	—	purr
ə	—	about, system, supper, circus
oi	—	toy
îr	—	steer

Word List

Lesson 1

agis
amorphous
besiege
boor
carrion
enervate
ephemeral
erotic
factions
fervent
ignoble
opulent
perspicacity
philanthropy
rectify

Lesson 2

bauble
bestial
bland
diaphanous
effete
emendation
extenuate
gloat
impale
impediment
impotent
labyrinth
maelstrom
nihilism
shard

Lesson 3

adventitious
ambiguous
antithesis
bona fide
cataclysm
chagrin
deviate
edify
fecund
glower
importune
obfuscate
optimum
parochial
pedestrian

Lesson 4

baroque
besmirch
celibate
debacle
demeanor
facetious
fortuitous
hedonism
imperative
obloquy
perfunctory
quasi-
recapitulate
sacrosanct
sadistic

Lesson 5

bowdlerize
carnal
deference
ebullient
elegy
fop
impair
imprecation
nebulous
non sequitur
panegyric
pedantic
quandary
rakish
sanguine

Lesson 6

affluence
amoral
antipathy
banal
bedlam
denouement
elucidate
eschew
imminent
obdurate
onerous
parody
peruse
scurrilous
sedulous

Word List

Lesson 7

adroit
affectation
bovine
callow
dichotomy
fatuous
ferret
knell
laconic
macroscopic
patent
peccadillo
quiddity
rationalize
sagacious

Lesson 8

agape
carcinogen
censure
gambol
gibe
grotesque
hackneyed
harbinger
immolate
imperious
martinet
neologism
olfactory
quagmire
recondite

Lesson 9

blanch
chimerical
deride
eclectic
finesse
grandiose
heterogeneous
hybrid
idiosyncrasy
machination
masochist
nubile
pejorative
raiment
sapient

Lesson 10

adulterate
bucolic
caveat
delineate
diadem
emanate
garish
gratuitous
idolatry
immutable
impecunious
impious
onus
redolent
sedition

Lesson 11

cessation
defile
desiccated
elixir
epitome
fetish
fissure
garrulous
juxtapose
kinetic
lachrymose
languid
legerdemain
libertine
scintillate

Lesson 12

ambiance
badinage
bilious
blandishment
debauchery
fastidious
garner
gumption
halcyon
hegira
kismet
malapropism
necromancy
paradigm
regress

Word List

Lesson 13

animosity
brevity
cataract
despicable
empathy
harlequin
hoi polloi
impinge
lascivious
nirvana
obsequious
offal
redundant
salutary
savant

Lesson 14

aggrandize
bombast
deign
elicit
endemic
flaunt
mendacious
obviate
orthography
paleontology
panache
paroxysm
recoil
saturnine
shibboleth

Lesson 15

aesthetic
chaff
egregious
empirical
flaccid
foment
germane
hallow
hermetic
hospice
meretricious
orifice
perdition
querulous
ratiocinate

Lesson 16

affinity
fiscal
flout
impalpable
jocular
malleable
miscreant
palliate
recant
recreant
regale
salacious
salient
sentient
specious

Lesson 17

avuncular
beguile
coalesce
desultory
ennui
ergo
hector
hiatus
insolence
lambent
nonentity
pandemic
pecuniary
rebuke
sibilant

Lesson 18

apotheosis
auspicious
contiguous
flagellate
incendiary
inimitable
malfeasance
platonic
pontificate
proletariat
prurient
refractory
sang-froid
tenacious
vociferous

Word List

Lesson 19

abnegation
acid
apex
credulity
dross
fulminate
gravitas
hegemony
insuperable
jejune
polyglot
psychosomatic
truculent
verisimilitude
viscous

Lesson 20

acerbic
androgynous
augur
beatitude
diaspora
discursive
disseminate
extemporaneous
intractable
maladroit
politic
requiem
sinecure
tendentious
traduce

Lesson 21

bon mot
clandestine
digress
furlough
misogyny
peon
plenary
plutocrat
potboiler
redoubtable
stolid
succor
travesty
vignette
xeric



Lesson One

1. **aegis** (ē' jis) *n.* a shield; protection
The life of the witness is under the *aegis* of the witness protection program.
syn: backing
2. **rectify** (rek' tə fi) *v.* to correct; to make right
JoAnne tried to *rectify* her poor relationship with her son by spending more time with him.
syn: remedy; resolve
3. **enervate** (en' ər vāt) *v.* to weaken
The record temperatures *enervated* the farmhands before noon.
syn: devitalize; exhaust *ant: energize; strengthen*
4. **philanthropy** (fə lan' thrə pē) *n.* the act of donating money or work to those in need
Half of the city was built by the *philanthropy* of wealthy steel barons.
syn: altruism; charity *ant: selfishness; egoism*
5. **boor** (bōr) *n.* a rude or impolite person
The *boor* grabbed handfuls of hors d'oeuvres and walked around while he ate them.
syn: buffoon; clown *ant: sophisticate*
6. **fervent** (fūr' vənt) *adj.* eager; earnest
We made a *fervent* attempt to capture the stallion, but he was too quick for us.
syn: burning; passionate *ant: apathetic*
7. **besiege** (bi sēj') *v.* to overwhelm; to surround and attack
People jumped from the ground and brushed themselves off as ants *besieged* the picnic.
8. **carrion** (kar' ē ən) *n.* decaying flesh
The *carrion* along the desert highway was a feast for the vultures.
9. **ignoble** (ig nō' bəl) *adj.* dishonorable; shameful
Cheating on an exam is an *ignoble* way to get good grades.
syn: despicable; base *ant: noble; glorious*
10. **amorphous** (ə mōr' fəs) *adj.* shapeless, formless; vague
What began as an *amorphous* idea in Steven's dream turned into a revolutionary way to power automobiles.

11. **factionous** (fak' shəs) *adj.* causing disagreement
The *factionous* sailors refused to sail any farther into the storm.
syn: belligerent; contentious *ant:* cooperative; united
12. **ephemeral** (i fem' ə r ə l) *adj.* lasting only a brief time; short-lived
The gardener experienced *ephemeral* fame the year she grew a half-ton pumpkin.
syn: transient; fleeting *ant:* permanent
13. **perspicacity** (pûr spi kas' i tē) *n.* keenness of judgment
The old hermit still had the *perspicacity* to haggle with the automotive dealer.
syn: perceptiveness *ant:* stupidity; ignorance
14. **erotic** (i rot' ik) *adj.* pertaining to sexual love
The museum staff cancelled the exhibition when they saw the *erotic* sculptures.
15. **opulent** (op' ū lənt) *adj.* rich, luxurious; wealthy
Despite the stock market crash, the wealthy family continued its *opulent* lifestyle.

Exercise I

Words in Context

From the list below, supply the words needed to complete the paragraph. Some words will not be used.

amorphous enervate besiege ignoble factious
ephemeral perspicacity philanthropy carrion

1. Carter had been walking for more than four hours since his truck ran out of fuel. The morning desert sun _____ him, bringing him closer to exhaustion. In his weary state, he chastised himself for not having the _____ to have brought an extra can of fuel on the trip. In such a barren, isolated place, Carter knew that he couldn't rely on the _____ of others for help if his truck broke down. The only living things on the road were biting flies that _____ Carter and forced him to swat his face and neck every few seconds. They continued to attack until they detected the foul smell of _____ when Carter passed a dead hare on the shoulder of the road. The departure of the flies gave him _____ relief as he continued his trudge; the bugs went away, but in the distance, Carter could see, through eyes stinging with sweat, the _____ distortions of light along the hot, desert floor.

From the list below, supply the words needed to complete the paragraph. Some words will not be used.

rectify factious ignoble erotic
amorphous besiege perspicacity

2. Some of the council approved the new zoning restriction, but a few _____ members refused to cast votes. None of them actually approved of the _____ bookstore next to the little league field, but they wanted to find a better way to legally _____ the _____ situation.

From the list below, supply the words needed to complete the paragraph. Some words will not be used.

aegis philanthropy boor fervent
carrion opulent ephemeral

3. Councilman Parker, a wealthy native of the small town, knew that a few council members had a[n] _____ desire to remove him from office. Some of them resented his _____ lifestyle, and others claimed that Parker was careless because he lived under the _____ of his wealth and thus had no fear of being fired. They also called Parker a[n] _____ because he had the habit of interrupting conversations and barging into offices without knocking.

Exercise II

Sentence Completion

Complete the sentence in a way that shows you understand the meaning of the italicized vocabulary word.

1. Bob decided to *rectify* his crime by...
2. While some critics admired Johnson's *erotic* photography, others felt...
3. Working on the roof *enervated* the contractors, especially when...
4. The *ephemeral* argument was over in...
5. The highway crew removed the *carrion* from the road because...
6. In an act of *philanthropy*, Jennifer went to the nursing home to...
7. During the summit, the *factionous* ambassador caused...
8. The wounded fish was soon *besieged* by...
9. His *fervent* speech convinced...
10. A person can lose his or her job by committing an *ignoble* act, such as...
11. Features in the *opulent* mansion include...
12. Under the *aegis* of the police department, the witness could safely...
13. People called Cory a *boor* because he always...
14. The *amorphous* body of the amoeba had no discernable...
15. If it were not for dad's *perspicacity*, I would have purchased a car that...

Exercise III

Roots, Prefixes, and Suffixes

Study the entries and answer the questions that follow.

The roots *fus* and *fun* mean “melt” or “pour out.”

The suffix *-ion* means “the act of.”

The roots *grad* and *gress* mean “step” or “go.”

The suffix *-el* means “little.”

The prefix *con-* means “together.”

The prefixes *di-*, *dif-*, and *dis-* mean “apart.”

The prefix *e-* means “out” or “from.”

1. Using *literal* translations as guidance, define the following words without using a dictionary.

- | | |
|-----------|-------------|
| A. fusion | D. regress |
| B. funnel | E. progress |
| C. infuse | F. congress |

2. If you have an *effusive* personality, then it _____ of you.

Motor oil will _____ across the gravel if it spills out of the can.

3. A step-by-step process is often called a[n] _____ process, and a highway crew might use a[n] _____ to smooth out a road.
4. *Egress* literally translates to _____, and if someone loses a high-paying job and takes a lower-paying job, his or her career is said to have _____.
5. List all the words that you can think of that contain the roots *grad* and *gress*.

Exercise IV

Inference

Complete the sentence by inferring information about the italicized word from its context.

1. Some slang words are *ephemeral* and will probably...
2. Brenda felt guilty for stealing the money from the register, so she *rectified* the situation by...
3. After winning a lottery jackpot, Ed took his first steps into a life of *philanthropy* by...

Exercise V

Writing

Here is a writing prompt similar to the one you will find on the writing portion of an assessment test.

Plan and write an essay based on the following statement:

Mark Twain once said, "Show me a man who knows what's funny, and I'll show you a man who knows what's not."

Assignment: What does this paradoxical quotation mean? In an essay, explain what Mark Twain is suggesting about humor. Support your thesis with evidence from your own reading, classroom studies, and personal observation and experience.

Thesis: Write a *one-sentence* response to the above assignment. Make certain this single sentence offers a clear statement of your position.

Example: People react to emotional extremes, and to appreciate humor, one must appreciate misery.

Organizational Plan: List at least three subtopics you will use to support your main idea. This list is your outline.

1. _____
2. _____
3. _____

Draft: Following your outline, write a good first draft of your essay. Remember to support all your points with examples, facts, references to reading, etc.

Review and Revise: Exchange essays with a classmate. Using the scoring guide for Organization on page 263, score your partner's essay (while he or she scores yours). Focus on the organizational plan and the use of language conventions. If necessary, rewrite your essay to improve the organizational plan and/or your use of language.

Exercise VI

English Practice

Identifying Sentence Errors

Identify the grammatical error in each of the following sentences. If the sentence contains no error, select answer choice E.

1. The mechanic repairs not only domestic cars, but also he repairs foreign cars.
(A) (B) (C) (D)
No error
(E)
2. The clients requested information on what factors would effect the interest that they
(A) (B) (C)
would earn on their stocks. No error
(D) (E)
3. My mother finds it peculiar that while I, and most of my female friends would do
(A) (B)
just about anything to get a taste of something sweet, my brother and his friends
(C)
wait for dinner to eat. No error
(D) (E)
4. Through language, stereotypes and standards are communicated to those who are
(A) (B)
required to listen: therefore, schools are a medium through which the population
(C)
is controlled. No error
(D) (E)
5. The government, who attempt to use welfare as a means of helping lower economic
(A) (B)
classes, is ignoring the inherent problems of the system. No error
(C) (D) (E)

Improving Sentences

The underlined portion of each sentence below contains some flaw. Select the answer choice that best corrects the flaw.

6. The first baseman forgot to take his glove to the field, and he stops in the middle of the inning to retrieve it.
 - A. and he is stopping in the middle of the inning to retrieve his mitt.
 - B. and he stopped in the middle of the inning to retrieve his mitt.
 - C. and he stops, in the middle of the inning, to retrieve his mitt.
 - D. and he stopped in the middle of the inning, retrieving his mitt.
 - E. and he is stopping in the middle of the inning, retrieving his mitt.
7. Clearing the bar at seven feet, a new high jump record was set.
 - A. A new high jump record was set, while the athlete cleared the bar at seven feet.
 - B. While clearing the bar at seven feet, a new high jump record was set.
 - C. The athlete cleared the bar at seven feet and set a new high jump record.
 - D. A new high jump record, by clearing the bar seven feet, was set.
 - E. After clearing the bar at seven feet, a new high jump record was set by the athlete.
8. The violinist was acclaimed for her performance by the audience.
 - A. For her performance the violinist was acclaimed by the audience.
 - B. The violinist was acclaimed for her performance, by the audience.
 - C. From the audience, the violinist received acclaim for her performance.
 - D. The audience acclaimed the violinist for her performance.
 - E. The audience acclaimed the performance for the violinist.
9. The college student enjoys swimming, and writing, but not to study.
 - A. swimming and to write but not to study.
 - B. swimming, and to write, but not to study.
 - C. swimming and enjoys writing, but does not enjoy studying.
 - D. to swim and to write but not to study.
 - E. swimming and writing, but not studying.
10. The musical was exceptional, the cast was only mediocre.
 - A. Though the musical was exceptional, the cast was only mediocre.
 - B. The musical was exceptional, and the cast is only mediocre.
 - C. The musical was exceptional the cast was only mediocre.
 - D. The musical was exceptional, though only the cast was mediocre.
 - E. The musical, which was exceptional, but the cast was only mediocre.